

**5440-05 English**

*The holder is authorized to teach English language arts in grades 7-12.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

**Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards<sup>1</sup> and reflected in *Vermont's Framework of Standards and Learning Opportunities*. Specifically, the educator understands and/or knows:**

*Development of Oral Language and Literacy* – Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in reading, writing, listening, speaking, and representing visually; the elements of effective verbal and non-verbal communication

*Literature and Media* – A wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and devices; critical theories and approaches to analysis and interpretation of literature and non-print media (e.g., historical, deconstructionist, New Criticism)

*Language and Word Study* – The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; vocabulary development and its relationship to literacy acquisition

*Reading Comprehension and Fluency* – Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency

*Written Expression* – The composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels

*Assessment and Adaptation of Literacy Instruction* – The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELL's)

**5440-05 English (Cont'd)**

Performance Standards:

**Implements a language arts curriculum that fosters interest and growth in all aspects of oral and written literacy in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world, including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas. Specifically, the educator:**

*Literacy Development through Literature and Media –*

Uses a wide variety of fiction and non-fiction textual materials, including some of students' own selection, to increase students' motivation to read independently for information, pleasure and personal growth

Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature and non-print media

Uses active instructional strategies (e.g., debate, dramatization, presentation) to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation

Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications

Models, fosters, and teaches active listening in order to enable thoughtful, equitable, and respectful classroom discourse

Models and teaches the elements of effective verbal and non-verbal communication

*Language and Word Study –*

Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words

Employs effective instructional strategies for the development of a broad, independent vocabulary

*Reading Comprehension and Fluency –*

Provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive strategies to understand, analyze, and interpret a variety of types of texts

Employs a range of instructional approaches to support comprehension across the content areas

Uses instructional strategies to build or strengthen fluency

*Written Expression –*

Organizes and implements a writing portfolio program that promotes high quality writing by including a variety of instructional strategies and topics to teach purposes, structures, and composition

Uses required writing rubrics and benchmarks for assessing student writing, and teaches students to use these to analyze their own writing

**5440-05 English (Cont'd)**

Models and teaches appropriate grammar, usage, and mechanics

*Assessment and Adaptation of Literacy Instruction –*

Uses a variety of valid assessment strategies to regularly evaluate students' progress in all of the individual dimensions of reading and writing development

Uses the results of literacy assessments to adjust and/or target instruction, to flexibly group students, when needed, and to appropriately match students with reading material

Additional Requirements:

A major in English or Comparative Literature, or the equivalent in undergraduate and/or graduate coursework.

A minimum of a practicum, or the equivalent, at the middle/secondary level (7-12) in science, social studies, math, or English.

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<sup>1..</sup> e.g., *Standards for Reading Professionals* (1998, International Reading Association); *Every Child Reading: A Professional Development Guide* (2000, Learning First Alliance); *Standards for the English Language Arts* (1996, International Reading Association/National Council of Teachers of English)